

## **FACULTY SENATE MEETING**

### **October 3, 2018**

#### **1. Call to Order**

CHAIR MARCO VALTORTA (Computer Science & Engineering) called the meeting to order.

#### **2. Corrections to and Approval of Minutes**

CHAIR VALTORTA asked for corrections to the minutes of June 6, 2018. There were none and the minutes were approved as submitted.

#### **3. Invited Guest**

VICE PROVOST SANDRA KELLY provided an update on experiential learning. The goal is to have all students engage in at least one high quality experiential learning opportunity, meaning a sustained effort 45 hours or more. Something that's purposeful and intentional with feedback and continuous improvement as well as reflection. Experiential learning has five broad categories: there's research, study abroad, peer leadership, internships and service learning.

Her staff has consulted with a large number of groups, including Councils of Academic Deans, and groups of faculty and staff across all the different colleges. There's been a lot of outreach. They started this semester messaging to undergraduates who are the incoming class through orientation as well as with first-year advising. Basically, just recommending and suggesting that they think about their four-year undergraduate career as including experiential learning and talking about what that would be and how does that integrate with their academic major and how does that go along with what their life goals are.

The BTCM tracking system is in place and so they are working on developing an Experiential Learning Transcript. They know from a USC Connect survey that 75% of USC students already engage in one experiential learning opportunity. That's a conservative estimate. 60% actually do through required course work. So many do it already through their majors and then many others of course do it by optional coursework, but they can also do it beyond the classroom in various peer leaderships groups.

There is now a faculty and staff committee run through USC Connect that is reviewing experiential learning opportunities for verification of meeting the standards, to ensure it is high quality, forty-five hours, with reflection and feedback and expectations of the experiential learning. There are currently about fifty proposals. It's a relatively straight forward proposal process. Faculty have to have a syllabus of some kind or another outlining how they meet the standards and the committee will approve it. That way it goes into the BTCM system. It will be on an Experiential Learning Transcript.

Kelly spoke about the Undergraduate Research Registry. In trying to get a better handle on how faculty and student involve in undergraduate research opportunities they have a system of registering projects and that will feed into the BTCM system. So faculty won't have to go to two places. It will be verified and it can go through one place so all students, every semester, can go there. A lot of students do research for credit. A lot of students do it on a volunteer basis and a lot of students do it for pay, basically being paid on a grant. All of those are experiential learning. She wants to be able to count all of those. This helps with graduation with Leadership Distinction, but it will also help the students verify what they've done at this university.

Should it be made a requirement? This would be clearly through Faculty Senate, Courses and Curriculum. It would have to be verified and Kelly asked to have a discussion.

Kelly showed data from the Gallup poll that basically looks at Big Six Predictors of life successes. The way they define life success is not just having a job but actual satisfaction with that job. Feeling that they had a good undergraduate career and that they're on a good trajectory. Faculty have a huge impact on that.

The second group is Experiential Learning and where they worked on a project that took a semester or more to complete. Internships, those things really predict success later when the Gallup does thousands and thousands of surveys and the more there are the better it is. She pointed out that the percent of Strongly Agree on the bottom of the page, when they do none, 5% really say that they've had great success. When all six are done, the result is 82%. Her office also has survey data from USC students. This was done by EAB. It's an alumni survey. One of the interesting things looking at the Alumni is looking at whether they're employed at the level one would expect or above. Whether they're happy with their undergraduate activity. For professional and STEM majors, one of the better predictors of that is actually social extracurricular experiences – not going to parties, but basically student leadership, peer leadership, participation in clubs. Those kinds of things seem to be really important.

For African American students and adult learners in USC's population, study abroad, independent study and theses and academic student organizations are really good predictors. The National Survey of Student Engagement called NSSE talks about participation in high impact activities that includes experiential learning and one of the things found is that first-generation students, under represented minority students participate at lower rates than the rest of the student body. Data also shows that those two students benefit the most from experiential learning.

Kelly asked for a discussion on the pros and cons of making experiential learning required. She named two cons. One is capacity. USC has a fair bit of capacity. USC gives more than \$850,000 to participate in study abroad. Not all of that money gets used. Another con is it is complicated to track, but USC has a wonderful system that was built in-house that can do that and this places USC actually quite further ahead than most universities in that regard.

(UNIDENTIFIED SPEAKER) – posed a question about the reporting requirements for this. With past internships, the people providing the internships have said they're being contacted by multiple groups from within U.S.C. to document this and that and the other. What is the solution for that?

VICE PROVOST KELLY – So internships are probably the most diverse across campus. They are regulated by different colleges in different ways. Her office is working on a common form and really trying to encourage the different academic units to use the same form that will feed automatically into BTCM.

(UNIDENTIFIED SPEAKER) – Conversation inaudible.

VICE PROVOST KELLY – was unaware of that and will note it.

PROFESSOR TRACI TESTERMAN (School of Medicine) – has an undergraduate who has just been volunteering in her lab. She is not going for course credit or anything but is there a way to make that officially count for something?

VICE PROVOST KELLY – Yes is the answer. So there is the Research Registry that Julie Morris in the Office of Undergraduate Research, so what will happen is they can ask students to fill out the form of what they're doing but it will go back to the faculty member who is the faculty mentor to verify that and also to verify that they've finished successfully.

UNIDENTIFIED PROFESSOR (College of Social Work) – For our con, what is the evidence if it's a requirement that it will still be effective if you're forcing someone to do something? Right now students self-select into this. So it's students who are interested in that. How would they know that those students who take it because it's mandatory would have the same experience?

VICE PROVOST KELLY – One of the concerns about that is that the students who benefit the most like an under-represented minority are the least likely to seek out those opportunities. She hopes that by making it a requirement, they tap into the pool of students who are reticent to engage. Those who might be worried about engaging or just simply like first gen students thinking that that nobody would want them to participate in research or something of that nature. There is no hard data that shows that if it's a requirement whether it gets better or gets worse with respect to the impact on the students.

PROFESSOR JOHN LAVIGNE (Chemistry and Biochemistry) commented that four/five years ago when they started the Biochemistry and Microbiology Degree capacity quickly became an issue. They actually incorporated in the initial plan, undergraduate research and after topping 400-500 majors within the first couple of years and thirty faculty participating they very quickly ran out of space.

The question then related to that related to internships and how that works and especially during a semester. Other universities around the country will have a co-op semester; he sees it in engineering quite a bit. He has heard different bits and pieces of the university policy on this is changing, but he has never heard anything firm about the idea of someone taking a semester off from class to do a co-op but that's part of their academic progress and such.

VICE PROVOST KELLY replied that one of the things in the sciences that really has to be accepted is that not all students are going to do research and nor is a research experiential learning appropriate for all students and so you don't have the capacity for 500 students in Biochemistry to do research. There are four other avenues that have a fair bit of capacity and they're in the midst of trying to make undergraduate employment at the university into an impactful internship well. So there's a number of things her office is doing there. With respect to the co-ops, she doesn't have an answer for that about taking a semester off, but that is a procedural thing and if Engineering or Business wants to actually start doing that there are ways to do that in a pretty straightforward manner.

PROFESSOR ANNE GULICK (English) – was appreciative of the care Kelly's staff has taken to think about minority students and first generation students and how they fit into this picture. She asked if Kelly had any data that shows a lot of overlap with those groups of students who are working 20 – 30 hours a week and whether those experiences would count for this or how to accommodate students who may confront a requirement like this and say that's great but work has me pretty busy already and this is another hurdle to graduation.

VICE PROVOST KELLY – So for the students who work fulltime, probably have about 15-20%, they're working with both the Career Center as well as HR to be able to have mentors who would make sure that there is clear and intentional learning during this semester of work. Clear, so in other words, they're still working at whatever their job is but there would be clear, intentional learning, feedback, reflection, those kinds of things to accommodate those students who are working for a living.

Going back, so in other words saying this person had a great experience way back when, is a harder one because USC doesn't have documentation, feedback, continuous improvement, reflection and things like that. So they're grappling with that particular for veterans and she doesn't have a hardcore answer for that one because it's hard to go back in time and figure out whether it was high quality. They are pretty committed to being high quality, to making sure that it's not just checking the box.

PROFESSOR GULICK – The comment about veterans was helpful. Her other concern here is just the time pressure that this puts on students if they don't want to check the box but also she's sensing that more and more students are trying to figure out how to fit in the classes around paying for the classes

VICE PROVOST KELLY - Remember 60% already have it as a requirement in their class, in their major, so it doesn't leave as many. There are some majors that are talking about making it a requirement as well. So, if it not adding to the bill just basically making more as it part of that. But definitely a concern.

PROFESSOR EVA CZABARKA (Mathematics) – was strongly against making it a requirement. She agreed that there is correlation between the success of the students and she agreed that this correlation is not just the correlation, it's causation in the right direction. But the second USC requires the student to take it and not just encourage and make it easier to take something like an internship, USC will be sending them out to sweep the floors because they need to satisfy a requirement. Because they need to do it at a certain time. They need to finish their degree and there may not be anything available that's appropriate for their majors. There are a research experience for undergraduate programs within, at least her department and in many other departments. It is a question of encouraging them. And getting there. It is a question of advisement but it may not be appropriate for everyone and if it's made a requirement the correlation will lessen because they will not do it because it helps them, they will do it because they must and they might do it because they must for no other reason. She was very much against that.

PROFESSOR () MORRIS (Psychology) – commented that USC already appears to already be doing quite well from the data Kelly presented. Seventy-five percent of USC undergraduates are already meeting this requirement so they are really talking about those twenty five percent that include many of the students from under-represented populations but also as was mentioned earlier included a lot of people for whom this will be a hardship. Yes, you can kind of make some mentorship and kind of force them to say that they're using their job of serving sandwiches somewhere to be meaningful and reflective but that's not going to work very, very well for that purpose. So given that USC is already kind of doing that pretty well and it's not quite clear whether it would be a service or disservice for the rest in that several majors already require that for reasons of proper properly addressing their majors, Morris also would hesitate to support making that a requirement and kind of creating more burden to teachers, more hurdles for students who somehow have to fit that and instead of forcing the students to do that maybe increase the number of incentives, maybe offer rewards. Maybe offer some kind of designation on their transcript so that there is more positive incentive, but requirement seems to be a little too much.

(UNIDENTIFIED SPEAKER) – (From the Undergrads Summit) thought a lot of students would support this just because a lot of us do. She does four out of the five already, but her only concern would be how long would they have to do it. She's been in research since the first week of freshman year, so is it like a semester they would have to do it or a winter study?

VICE PROVOST KELLY replied that would really actually be up to this group, but the idea is it wouldn't actually set that a student must do it in their second year or so forth. She would strongly encourage to do it early because of the impact on retention and then the opportunity to do more than one experiential learning. If a student waits until the last semester and discovers that they love research it's kind of too late in some ways to really, really get into that. It would be 45 hours so that could be put into easily a winter session for example or something of that nature.

PROFESS EVE ROSS (School of Law) – added to the list of potential hardships in addition to working, that there are students who are managing chronic illnesses. They may be managing child care and elder care and if it were to be a requirement, to say that it would work quite the same way as it would for a job, to make those reflective and maybe if it's a requirement could there be a hardship exception?

VICE PROVOST KELLY- they are in the process of thinking about policies and procedures and really like any of the undergraduate requirements exceptions under exceptional circumstances are possible.

PROFESSOR MARK MINETT (English) – asked if Kelly had information about the comparative effectiveness between the five forms and when talking about capacity is that just another way to talk about access, and is the funding in place to provide students with hopefully equal access...

VICE PROVOST KELLY – responded that capacity means both access with respect to equal access from the students but also capacity from a faculty point of view as well. She doesn't want to overburden the faculty, and all of a sudden somebody feels like they have to have twenty people in their lab instead of four, for example.

Regarding impacts, there are generally ten high-impact activities, five of them are experiential learning, which are the ones that they're listing. In the USC survey those high impact, experiential learning have differential impact pending on what student population you're working on. So there's not across the board data showing research is the best or across the board, service learning is the best. It's that those particular ones are best suited for particular groups of students and she provided a little piece of data. There's more than that and the way to differentiate between the groups of students is through the course of study.

PROFESSOR MINETT – And the way to differentiate between the groups of students is through the course of study, it seems like.

VICE PROVOST KELLY – was referring to student demographics.

PROFESSOR MINETT – Student demographics.

VICE PROVOST KELLY – And sometimes majors. She was surprised to learn that STEM majors benefit really the most from peer leadership in leadership positions, probably because they're already doing research as part of their curriculum but when they do peer leadership and those kinds of things it rounds them out in a different way.

PROFESSOR MINETT - expressed a fear and anxiety about students ending up in less effective experiential learning tracks because of their access to resources or the program's access to resources and how that plays out. It seems very easy for people who have to work to fall into undergraduate employment.

VICE PROVOST KELLY – thanked the senators for their time and stated there will be an undergraduate studies forum. They'll have more in-depth conversation happening next week on October 9th.

#### **4. Reports of Committees**

##### **a. Senate Steering Committee, Professor Elizabeth West, Secretary**

SECRETARY ELIZABETH WEST (University Libraries) – reported that due to a combination of faculty leaving the University of South Carolina for other employment as well as being promoted into some associate dean level or other administrator positions, there are what may be an unprecedented 10 vacancies on Faculty Senate Committees where as they were virtually all filled after the spring election.

The vacancies are: 1 Athletic Advisory Committee; 3 on Faculty Advisory Committee; 3 on Faculty Grievance. There were 4 but a slot was filled. Two on Professional Conduct and 1 on Tenure Review Board. Faculty Grievance is particularly important. They have some work that they need to do and it's important to fill those positions on that committee. And so please search out colleagues to help fill these important vacancies.

The Steering Committee brought forward Jodi Spillane (Libraries) for a 2019 term on Faculty Grievance. Because this is a term of less than one year, the Senate Steering Committee approved her placement in that term and no vote is required.

CHAIR VALTORTA – urged senators to consider the vacancies and advertise this with their colleagues.

**b. Committee of Curricula and Courses, Professor John Gerdes, Chair**

PROFESSOR JOHN GERDES (Integrated Information Technology) brought forward 64 courses, a combination of the courses approved last month and those for this month: 17 from Arts and Sciences; 1 from Business; 2 from Education; 30 from Engineering and Computing; 1 from Hospitality, Retail and Sport Management; 1 from Information and Communications; 3 from Public Health and 9 from Social Work.

There was no discussion and the motion was approved.

PROFESSOR GERDES stated it's very important that if faculty want to get courses approved, they have to get to the committee by Nov. 9 to get into the next Fall's bulletin. There could be some back and forth and going through other committees so any changes need to be submitted as soon as possible.

**c. Committee on Instructional Development, Professor Michael Weisenberg, Chair**

PROFESSOR MICHAEL WEISENBERG (University Libraries) seconded PROFESSOR GERDES' comment about needing to promote proposals and if faculty want them for distributive learning make sure that they're coming in through APPS so that the in-depth committee can also look at those as well.

He brought forward three courses for Distributive Education Delivery: 2 from the College of Arts and Sciences and 1 from the College of Engineering and Computing.

There was no discussion and the motion was approved.

**d. Faculty Advisory Committee, Professor Susan Bon, Co-Chair  
Professor Andrew Graciano, Co-Chair**

PROFESSOR ANDREW GRACIANO (School of Visual Art) reported on proposed additional language to the Faculty Senate Bylaws.

Two sections are being proposed to be added. The additional language for Section 5 covers an unlikely instance in which the Chair, Past Chair and Chair-Elect are temporarily all three unable to serve as Chair of the Faculty Senate and so it provides then for a solution to that situation.

Section six deals with a situation if the Chair-Elect is also then unable to function as Chair-Elect on a permanent basis and so there is now a provision included here to deal with that.

CHAIR VALTORTA – A motion is not needed at this time. This is for information only because for changes to the Bylaws, the Senate needs to be informed one meeting before discussion and vote of the Bylaw change. So this is the committee presenting the proposed Bylaw changes, now senators have a month roughly to think about it, come back to the next meeting with a decision whether to support a change or not or to ask for modifications.

The committee would welcome input on the proposal even before then so that they may be better prepared when the next meeting, discussion next meeting takes place.

Bylaws changes do not require Board of Trustees' approval so they are approved by the Senate directly but then again with this extra period for reflection. On the agenda this was somehow linked as a Faculty Manual, indicating a Faculty Manual change. This is technically true because this is an appendix to the Faculty Manual but it is not really a Faculty Manual change, just a change to the Bylaws of the Senate.

**e. Faculty Welfare Committee, Professor Bethany Bell, Co-Chair  
Professor William Morris, Co-Chair**

PROFESSOR BETHANY BELL (College of Social Work) reported the committee has created, to encourage communication, a Faculty Welfare e-mail address. It is simply Facultywelfare@sc.edu. She asked that senators share that with their colleagues. That way faculty won't have to remember who the Chair of Faculty Welfare is at that given year. It creates opportunities for faculty just to submit concerns, questions and things for the committee to consider.

She announced the return of the Faculty Welfare hosted collegiality lunches. The first one had to be cancelled because it was during the hurricane. The next two this semester are October 25th at 1:00 pm and November 9th at 12:00 pm. The link to the sign-up form will be on the Faculty Senate website. At each lunch, the first 6 people that can sign up are treated to lunch at Preston's. And the focus of it is simply for USC faculty to get to know one another better and to build connections between programs, departments and colleges on campus. It's open to all faculty. It's a first come first serve sign up and they will be staggering the day of the week. The committee will be soliciting feedback as well to see if this is something they want to keep doing. So again, October 25th at 1 and November 9th.

## **5. Report of Officers**

PRESIDENT HARRIS PASTIDES – spoke on his decision to retire on July 31, 2019 after 11 full years in the presidency. It was a combination of factors, some selfish, some unselfish.

The selfish ones are really the need for more time for Pastides and wife Patricia Moore-Pastides to expand their lives and to have certainly more time with family and grandchildren and travel and cooking and reading and being with friends. In trying to take a weekend once in a while as it is now, or schedule a dinner with friends, it's difficult to work around their schedules for the University. It comes with the territory but after 10 or 11 years they find that they need to do those things as well so part of the decision making was selfish in that way.

And the more selfless part is that it's a good time or at least a reasonable time for a transition. There's a lot of chaos in higher education. Chaos is not a good thing to recruit into seeking a president who has to come and fix something or completely reform something. It is not an enviable thing. There are people who would like to do that, of course, but right now USC faces a period of reasonable calm. There are always winds blowing and always bumps in the road but a lot has been completed. Although there is still much to do, he feels USC has a stable leadership team. They have a good rapport between the Board and the administration and some real hope for some state investment once again, once in a long, long time back in public higher education and he will work very hard for that.

It's always a difficult decision. It wasn't extremely clear. It wasn't extremely clear to come to South Carolina, by the way, from University of Massachusetts. It was very, very difficult but they're happy they did. This one is different in that they're not going somewhere. He can't say what he'll be doing on the first of August 2019 but it will probably be a little remote from here. They'll take a pass on football season next fall and maybe come back in the spring and see if they could be of service and value. He'll keep his faculty appointment but promises not to be in the hair of the next leader. But it's been a wonderful, wonderful time.

His desire and his expectation is that the faculty, the Faculty Senate and the broader faculty have a lot of input into selecting the next president of the University of South Carolina. And he means that for the faculty of the entire system. By policy, faculty will have 3 representatives on the official search committee, the Chair of the Faculty Senate, another Columbia faculty member who will be elected, and one faculty member representing the campuses outside of Columbia. Quite frankly that's not enough. Quite frankly, faculty need to be involved in an organized way, in potentially recommending candidates, in certainly screening

candidates, in reviewing and interviewing candidates and as an advisor to Marco and the other members of the committee.

Any university that looks past its faculty when selecting a president is going to have a hard time navigating the future. He doesn't know that the next president will be anything like him, but doubts it because that's not the way institutions generally pick people. He grew up in the faculty ranks, Assistant Professor, Associate, Full Professor, Department Chair, Dean, Vice President and President. Faculty like that for the most part because he's cut from the same cloth. But navigating a large complex multi-campus flagship university requires many skills not all of which he brought to the table. He said he was particularly weak in things like budgeting and financial models in a bond capacity and in debt and things like that and in many other areas as well. So the next president may not have the exact same skill set but there is a very good team in place. USC has a wonderful faculty but he would urge the next president to look carefully to their commitment to continue to build and to continue to support the faculty. The university has built a better faculty. Pastides and Provost Gabel use the term "world-class faculty" a lot, but that can't be taken for granted. Faculty deserve to be given the resources they need, the attention they need. He loved the debate that was just had about experiential learning. There were good, good, good points to be made on both sides and that's the way to make a valid decision about the future.

The University of South Carolina's future will be a lot different. At the State of the University, he talked a little bit about what it might be like. But one thing it has to be is more affordable. And people might say well, how in the world if USC is moving forward and interest rates are rising and inflation is rising how is it going to be more affordable rather than less affordable? The university needs more support from the state of course. That's the way to keep tuition increases in check maybe zero. He's excited by a legislative proposal that was proposed last May in a bipartisan way. One Democratic senator and one Republican senator who for the first time that he can remember in modern memory came up with an actual funding source for how public higher education would be better supported. Many of them, in fact, every candidate said higher education needs to be better supported and this proposal was to peg our state support beyond what higher ed already gets.

The base support has been dwindling to revenue from online retail sales. Last year alone in one year the increase alone, not the total tax revenue just the increase in last fiscal year from the year before was 125 million dollars. And what these two senators suggest is that 125 million ought to be given to public higher education. USC by the way gets about 40% of all of public higher education in the state. That's not a windfall by the way. That's not something to jump up and down and have a party over, but it's meaningful and would have allowed USC not to raise tuition for South Carolina students and that would be the quid pro quo.

USC needs to continue to advocate for four-year or shorter graduation. Pastides believes a decade from now five or six-year graduation will be "educational malpractice." There are reasons, of course, why a student occasionally needs a fifth year, but across the country the benchmark for graduation is not four and not five but a six-year graduation rate. Universities have gotten very sloppy about not compelling students to graduate on time. A part of that responsibility is on the universities with advising. Part of that responsibility is on them to use their AP credits that they come to college with to work with their advisors more closely. USC will be offering more blueprints for how students can graduate in 3.5 years for example.

Pastides shared his own example. He graduated in 3.5 years saving his parents a semester of tuition and room and board. He even went to work for a half semester before he started grad school at Yale. He was able to work and save a little bit of money and the way he did that is he took 18 credits instead of 15 when he could. He took a few extra summer credits and saved half a year graduating in seven rather than eight semesters. He did that frankly because he had to or at least he wanted to save his parents money who had already tightened their belts to be able to afford to send him to college without taking out a loan. In 1971 nobody took out a loan to send their kids to college. It was unthinkable that you would take out a loan to send your kid to college. Today many families take out loans although half of USC students carry no debt when they graduate.



The national average debt for graduating college in America these days is \$40,000 and it's \$25,000 at USC, so USC does a better job than most and is still a low cost university. If a student is a state student and carries a lottery scholarship, this is still a reasonably low cost university. Room and board costs more than tuition and fees. So it is not inexpensive at all to go to Carolina but the university has to find ways to continue to emphasize timely if not accelerated education. He would like to see more plus one Master's programs. If a student commits to getting their bachelor's and master's degree at USC and they follow a reasonable blueprint. Not everybody is the same but if advisors don't show students exactly and precisely how to do it, what to take and when to take it, they're probably not going to come up with it as easily on their own. So maybe a five-year Baccalaureate and two-year Master's program rather than six. USC also needs to continue to clamor and complain for students not to change their majors as often as they do. The average at USC is 3 times.

The freshman year is a great year for academic experimentation. It really is and anybody can, who wants to can and should come to USC undeclared. But don't be undeclared on the first day of the sophomore year. Don't be undeclared in the junior year. It's probably going to set a student back if they continue to change their major. A change within one department, basic science-to-basic science, business-to-business is not as bad. But so many USC students wake up in the summer before their junior year and decide they want something totally fresh as they call it. Totally fresh and that can set them back a long way.

Pastides is pleased that USC created the most affordable Baccalaureate degree in the state, through Palmetto College. A student can start at a two-year regional campus or technical college and can complete an online baccalaureate degree. That's not the path for everybody, but it can be a path for those for whom without that they would not get a baccalaureate degree. They save a lot of money that way. They can live at home, support a child or a parent, work a job or two. They can put the kids to bed at night and work on their baccalaureate degree. He's proud of that but the cost of that needs to come down even more.

USC has increased its size a great deal thanks to the faculty and thanks to the Provost and the deans. The faculty has expanded by about 25% since Pastides became president. USC has recruited very well, but enrollment is going to be a major consideration going forward. There were 5850 freshman this fall. And the goal is by 2021 to go to 6000, so that's not a big jump. What's next? 7000? 8000? USC is already snug. And so that decision has not been made but there will be continued study about that. What USC can't afford is to lose its core quality. What are the burdens on the faculty? Does the administration continue to grow the faculty? Where do they do put them? Where is their research space? Where is there parking? How big can USC grow? Columbia is a medium-sized culturally diverse and exciting city. But USC doesn't have unlimited space. It's particularly crowded in laboratory space. A building is under renovation for that. A recreational field may not be up front on the minds of the faculty. In the evening the fields behind the Wellness Center are crowded till midnight or 1:00 in the morning with the lights on. USC needs to provide more and better outlets. So to grow is not a simple decision. Even though it does increase the revenue to the university, it cannot grow unless the infrastructure, both human and physical, is there before it grows again.

He hopes within a decade USC will have created a new health science campus closer to Palmetto Health or as it was renamed this week, Prisma Health. The USC medical school must be moved from its formerly charming place and look on Garner's Ferry Road which is not a good educational corridor anymore. It must be moved closer to USC's health care partners and health care facilities offering opportunities for other faculty in the Health Sciences to do their work there as well.

The Russell House is pretty crowded too and student body President Taylor writes it is the number one concern. The Russell House is busy till midnight and 1:00 in the morning and not just the pool and ping pong tables but the meeting rooms. There are about 200 student organizations and every hour of every week night and most weekends up through midnight are already reserved for these groups. There is a great concept to use the Carolina Coliseum. Remodel it as a hub for student life now that so many academic programs are also on the west side of Assembly Street, to have many more meeting rooms. Maybe provide some faculty

collaborative space especially between Business and Engineering, just as one example. To have some, of course, food and even some retail space. Maybe an ice skating rink just because.

And finally USC needs to continue to strengthen its work as a system. Many Columbia faculty could have better collegial relations with Aiken and Upstate and Beaufort and even the two-year campuses. Most of Columbia faculty have never been there and it's not their top priority. But their faculty colleagues there were trained exactly like them, often at the same universities that they graduated from. They happened to take their first job there and maybe stayed and other faculty took theirs here and stayed. So what is the benefit in the USC System if all they are not even united by a mascot. In fact, the campuses want to kill each other when on the athletic field but do need to work together. There are some faculty leadership development efforts and planning to do more together. Student government works closer together than ever before and of course now with online opportunities or e-opportunities, faculty don't even really need to leave their home location to collaborate on a grant for example or on team teaching or in some other way.

The university is implementing strategies related to diversity and inclusion and in continuing to improve its culture. Improving the number of underrepresented minorities on the faculty, women on the faculty in leadership positions, the ones that pay the most, that pay the best. The dive-in lunches, Welcome Table, and other activities that show to the students that the administration and faculty walk the walk and not only talk the talk about diversity and inclusion. USC needs to do even better there. That needs to be front and center in the strategic vision and plan both of the Board of Trustees and of the administration. USC should be a good place to work. USC was ranked number 67th as a top place to work by Forbes on the 2018 list of best employers. It was number two among all public universities and number 67 among all work places in the United States.

President Pastides recognized the College of Nursing faculty for helping their students achieve an unprecedented 100% pass rate on the National Council of Nursing Licensure exam. The national average is in the 80's and USC was at 100%.

USC was ranked in the top 1% of all universities worldwide in patent filing.

Insight into diversity recognizes for the seventh year award with the Higher Education Excellence in Diversity Award and many other good things and that's not to look past the university's challenges and deficiencies.

Pastides stated he is really proud of this, a body of all the faculty, knowing that working in the Faculty Senate and its committees is relatively thankless. There are many other things faculty could do that is less invasive on their time and would probably bring you an equal or larger amount of credit. He thanked them for serving.

PROVOST JOAN GABEL reported that the Provost's retreat was held last week. She encouraged faculty to fill out the anonymous survey and provide feedback.

The next day the Dean's Retreat was held on Saturday morning. The main topics for discussion at the Dean's Retreat were the debrief of everything talked about the day before. They spent two hours with CADO the Council of Academic Diversity Officers going through their input into what's becoming the equity and inclusion strategic plan, which is in draft. She will bring it to Faculty Senate when it's a little further along for presentation and discussion. She encouraged senators to feel free to speak to their units' academic diversity officers, John Dozier or her if they would like an update any of those efforts.

The Internal grants deadline is December 1st. Cheryl Addy is the point person for specifics on the categories, details, questions, concerns, comments, criticisms, compliments all welcome.

The winter session piloted last year through On Your Time was a very successful pilot so it's being expanding to include 11 sections. It was started with 3. It's all voluntary what to offer a class during that

session or not, but if the 11 fill up they could add more to that as well. If anyone would like more information contact Sandra Kelly.

Sandra Kelly is also running the First Gen Program right now where faculty and staff are voluntarily identifying as first generation with a label pin or sticker for students who are themselves first generation and are looking for mentors, role models, people to post their questions to. USC has a very wide portfolio of support services for students who are first gen, but sometimes the best way to access is by someone who is already known and of course at this point in the semester, their best point person is a faculty member. Those who wish to and want to self-identify can talk to Sandra and get a pin.

Part of this university an internal auditor who is actually part of the Board of Trustees. She is not a trustee but that is the reporting body that she reports to and she does sort of a continuous cycle of internal audits of the university and audits are not only financial. In fact, most of them are not. They audit for things that are broadly considered compliance as well and in one of their audits recently, they determined that USC has a compliance for Title IX which will require at their recommendation, mandatory training. This is coming from Internal Audit and they will send out emails. The training will be electronic. It will be something that faculty can do at their convenience. The training is being developed by Cliff Scott's office and he will be the signatory on the email.

Chair Valtorta and Chair Elect Cooper had shared with the Provost and the President some concerns and questions they received about the closure during the hurricane. Gabel wanted to provide some answers to the questions received but also share a quick snapshot of how that process worked and works because now the administration has done it four years in a row.

There is an executive order from the governor that requires USC to close when Richland County closes. It is an executive order that was actually written by Governor Haley but it stands unless a governor reverses it. So this is not something that USC has any discretion about at all and administrators are looking into and plan to look into pretty fiercely what the range of options might be, what week they might be able to talk about with the governor's office but as of today that is the law of the State of South Carolina.

During this particular storm, however, the governor himself issued a different executive order that required state agencies to close under the auspices of creating clear roads for mandatory evacuations which were also an executive order. So when he closes state agencies that was a new executive order. USC is a state agency. USC closes and has no choice about that. And so USC was closed and then was open and then was closed and they were learning about this on TV. So the same way everyone else at USC was finding out and they were trying to communicate it out as quickly as possible. USC tweets, posts on the website and Facebook that hits instantaneously and issues the texts that's part of the emergency system. All that hits instantly. Email however, takes about fifty minutes to work its way through the servers so sometimes it feels like faculty are told last because in that demographic many of them get information through e-mail but in fact the buttons get pushed at exactly the same time in terms of how the communication goes out.

Now the cancellation of classes if the university is closed is obvious. Where there was confusion is what does it mean if classes are cancelled and the sun is shining. Can faculty just put everything up on line, is this at the discretion of a faculty member? The president and provost consulted with Chair Valtorta and Chair Elect Cooper and then made a decision. The Provost takes full responsibility for the decision, she just wanted faculty to know that she wasn't just sitting in the corner making it. That if the school is closed and there are students who then leave campus that even though campus may be fine here and USC's internet is up and the power is on, that there are students who will be in areas where that may not be the case. And there may be students who may only have Internet access when they are on campus. And if campus is closed and they don't have the resources at home, USC needs to be fair and consistent. So the decision was made that faculty could communicate with their students, but no mandatory class activities even through distributed learning while the university is closed. That was to create a bright line to minimize the likelihood of appeals later in the interest of being consistent and fair.

The administration has talked since that perhaps as this becomes a habit, unfortunately, that there are these extended closures in the fall, they need to create a process around that decision. It's made very quickly because they're in emergency management at that time, which is itself a whole process but there is no policy manual construct around that decision. At this time it's a discretionary decision. So they're talking about whether they want to make it something that would be in the manual and what that would look like. She is open to that. If they want this to become a shared governance decision, then they'll make it a shared governance decision.

PROFESSOR BETHANY BELL – (inaudible) asked a question about confusion regarding the link to CTE and its reference to postings on Blackboard. It didn't say after classes started again. So the CTE message was offering online suggestions but nothing about except not when school is closed. So students can interpret it as do this now, not do this when school reopens.

PROVOST GABEL – It's exactly the same email that has been sent for the last 3 years. The link has been changed because CTE updated their materials. They've gotten better at this every year and they did not have that confusion in years past. The Provost thought she didn't write the email as clearly as she could have. She apologized for that.

#### UNIDENTIFIED SPEAKER AND COMMENT

PROVOST GABEL - Yes they should have been clearer and faster about getting that word out.

PROFESSOR EVA CZABARKA – brought up two related issues. One of them was related to the closure. It has happened four years in a row which means it should be expected it to happen from now on. Besides just having these communication issues, USC might want to build in a couple of days a week into the semester where faculty can give extra classes and if they're not needed, it's just a break. But they would have been planned for them.

PROVOST GABEL – They've talked about that and that is something that the Registrar would do and the administration is thinking that may be needed. They could probably build in two days without too much trouble. That's an excellent idea. There is some discretion in there, in the scheduling, but yes it's an excellent point.

PROFESSOR CZABARKA - The other issue is the situation at LeConte College. This Monday when she came in the second time, she couldn't enter LeConte, because there was flooding and LeConte was closed for two days. This is an emergency, that's fine. Her issue is with the communication faculty received. She had to field questions from the students who had seen on the Service Carolina website that alternate classrooms were scheduled for days that had already passed and plus were cancelled. They were never officially announced, and faculty hadn't heard anything until yesterday 4pm. She assumed that people were furiously working because they didn't know LeConte was going to be opened or not and they didn't send out any information because they knew what was going on but all this information appears that nobody communicated with anybody. This way it was extremely disrespectful towards faculty and towards the students.

And with respect to the CPA building, she remarked that she has been teaching longer than the kids in her classroom have been alive. The youngest faculty in the department have been teaching for at least 5 years. So while she understands the best can be provided is linked to the CTE website, and they have generally good advice on how to catch up it appears. That feels very unhealthful and a slap in the face when she received it the fourth time in the semester. She does not know what to say to her students. So the communications about these things those need to be improved a lot.

PROVOST GABEL – What was said in the announcement about LeConte was that it was closed for two days and that more information would be given at the end of the two days. But they knew it was closed Monday and Tuesday because a pipe burst on the first floor and when it flooded it affected the floor tiles, which have asbestos. When that's exposed the entire building has to be blocked. So the hope was that they would be able to get the building remediated and reopened in two days. That was the estimate and by the way, they worked around the clock to do it.

They announced what they knew and then in the meantime, they started looking for rooms. The Registrar's office started looking for rooms and this was a mistake which is when they started holding the space on back up it appeared on My Self Service which they didn't know that it had appeared that way until they started to get this barrage of questions. As soon as that happened, they took it down to try and by then they knew the building was going to reopen on time and the announcement went out that the building was going to reopen. There was no intent to be disrespectful. They were pushing out the information as they found it. They've never had to do this. Not in the last several years to move that many classes at the same time with a standby plan and they didn't realize that it was publicly visible until after the confusion erupted. But as soon as the confusion erupted was literally within minutes when facilities told them that the building was going to be able to reopen. So that was the announcement that classes start again Wednesday and so they were answering the questions as they came in. That's why they communicated just go back to LeConte.

PROFESSOR CZABARKA –had to field questions from students, others had to field questions from students.

PROVOST GABEL did as well.

PROFESSOR CZABARKA did understand that things had been happening on the other side and she does understand that probably nobody realizes what's really going on. This is a learning experience. She was not saying anybody was being disrespectful but that this was how she felt.

PROVOST GABEL was very sorry that she felt that way. She hopes by explaining she would realize that was not that they didn't care, it was that there was this public facing portion that no one realized was public as the alternate rooms, if they had to use them were identified.

PROFESSOR HEATHER BRANDT (Health Promotion, Education and Behavior) – Over the last week as a faculty member, she's received three surveys: one to do disability assessment; one related to Live Well Carolina and just yesterday, one related to the Libraries. So three surveys that they want her opinion within the last week and she has major concerns about the coordination of these really important information gathering endeavors. She's not sure if it's just because of the decentralization of these approaches but these all three were really import survey and she responded to all three. She has concerns about other faculty members and staff who are not going to respond when they receive three surveys in that short period of time and so she's curious through Gabel's office or other offices what kind of coordination is happening because now an email from somewhere is going out about this mandatory training.

PROVOST GABEL - Survey fatigue is very real and ranges anywhere from annoying to unfortunate if someone doesn't get the participation in the survey that they would otherwise want. That process is decentralized. It doesn't come through her office. If they wanted it to they would have to make a policy change and they can talk about doing that. Generally speaking they try not to be filters of things that are not core to academic affairs. So that's something that maybe the Faculty Welfare could talk about and they would be happy to participate in that conversation about who or where it should be centralized. Or if it should be UTS who does the distribution of the emails, they can do it that way too. But they come from different sources and the one that coming out soon isn't going to come from the Provost either. She agreed there needs to be discussion of potential solutions.

The Provost then read the [Tenure and Promotion Report for 2017-2018](#).

Ninety-five members went up. The total number of decisions both tenure and promotion was 146 because some people pursue tenure and promotion. That is two separate decisions. 51 assistant professors applied for tenure and promotion to associate professor and 49 were awarded; 3 assistant professors applied for promotion to associate professor, two were awarded promotion; 5 associate professors applied for tenure only and 4 were awarded; 32 tenured associate professors applied for promotion to professor and 30 were awarded promotion. 4 librarians applied for tenure and 4 were awarded.

Unit votes 56 of 60 votes for tenure were positive which is 93.3% and 78 of 86 votes for promotion were positive which is 90.7%.

In terms of decision agreement, agreements ranged from 96.55% on promotion to professor. Decisions between chairs and the UCTP to 100% for many decisions including 100% agreement at all levels for all tenure decisions and 100% agreement for all promotion decisions. That's pretty rare and by the way for those few who are new senators this is a required thing to do. It's in the bylaws that this be read out publicly. The percentage agreement between the UCTP and the President ranged from 96.88% to 100%. The percentage agreement between the UCTP and the Provost also ranged from 96.88% to 100%. The overall agreement between all levels was 99.62%. Are there any questions? Any questions about anything else? Okay. Thank you all very much.

## **6. Report of the Secretary.**

There was no report.

## **7. Report of the Chair**

CHAIR VALTORTA gave give credit to Chair-Elect Mark Cooper especially because as the Provost mentioned he was out of the country during the closure.

Concerning attendance, only 39 senators attended the June 6th meeting. The June meeting is special, doesn't have a quorum. Still he reminded everybody especially the new senators that the Faculty Manual states the senate is a "deliberative body" and attendance is key. The Faculty Manual requests that the senators attend all meetings and sets a "minimal" attendance requirement of attending half of the meetings. Of course, they try to make the Senate meetings interesting and productive to encourage senators and faculty to come even more. For the first time, they had an orientation session for new senators. It was well attended. Over half of the committees presented their work. They had lunch and an inspiring presentation by Robert Wilcox, the Dean of the Law School who was a chair of the Faculty Senate.

Valtorta attended the Board of Trustees meetings and the meetings of its committees as a faculty representative. Notably the Board revised in April the section of its bylaws concerning presidential candidates, the Presidential Candidate Search Committee. As the president mentioned before three faculty members are members of that search committee: one is from the system campuses; one is the Chair of the Faculty Senate; and one is elected by the Faculty Senate.

The President mentioned the idea of the need, of course, of all faculty to participate in the process even if they are not on the committee and may be having some kind of narrow more formal process like an advisory committee that would meet with the 3 faculty representatives and this could be a system-wide effect of the advisory committee to the Presidential search, the 3 presidential search faculty members.

The AAUP South Carolina fall meeting will be in Columbia at the Inn at USC on Saturday, October 20th. The team is "What Does Shared Governance Mean for My University and My State?"

In discussion of policy was the issue of maybe, the need to deal with a suspension of faculty members. The discipline of the faculty is the purview of the faculty itself. That is in the preamble of the Faculty Manual. But there is no procedure that deals with suspension as opposed to terminations. This is a rare event, of course but maybe something will have to be done. Faculty Advisory or Faculty Welfare Committee may look into this.

The new Faculty Senate website will be operational very soon and he went through the contents in great detail last week and after a more cursory review before and it looks like everything is kept with the absence of a couple of photographs which however, will be added maybe after the site goes live. These are the important photographs from the lunch of the past Chairs of the Faculty Senate.

## **8. Unfinished Business**

There was no unfinished business.

## **9. New Business**

CHAIR VALTORTA addressed the item is entitled in the agenda Websites for Departments and Procedures for Editing and Correcting Them. This is an item that Michael Dickson, the Chair of the Philosophy Department asked to add to the agenda in an email sent to our Secretary West, an email that was copied to several other department Chairs. Apparently, these Chairs perceived they should to discuss the how websites for departments are edited and corrected at the university.

However, Professor Dickson decided not to make a presentation and he proposed a minimum discussion that they should be investigated by the IT Committee of the Faculty Senate. There is a senator who is prepared to make a motion for concerning this possible investigation of the topic. Professor Dickson provided a detailed list of issues that pertain to the topic on the agenda and he asked me to share it with the Chair of the IT Committee as a starting point for this investigation.

So if there is a colleague or a senator here who wants to make a motion, please proceed. Professor Bel.

PROFESSOR BELL made the motion for the Senate IT Committee Chair investigate the methods and processes for maintaining Department websites and then provide recommendations back to the Faculty Senate.

UNIDENTIFIED PROFESSOR. ...to review the procedures for editing and correcting the website.

CHAIR VALTORTA – thanked the professor for seconding the motion.

PROFESSOR KIRSTIN DOW (Geography) stated her faculty will be interested in a little more context to share in this information and if any more detail could be provided about the source of concern.

CHAIR VALTORTA – Professor Dickson told him to share Dickson's document with anybody who is interested. He has already given it to the Chair of the IT committee in discussing this possibility. There are seven points that he makes and they range from issues of design of the standardized departmental website, the possibility for faculty members to edit their own website, the non-intuitive or non-obvious nature of the existing content management system, the loss of content that was experienced in some cases when converting from the old website to the new website under the new system, the fact that the departments lose control sometimes when links are followed so the user of the site may have the impression that they are still in the departmental website but in reality, they're outside and they are getting information which is misleading,

wrong, outdated. These are high-level description of these issues but then again, there is a much more detailed document that Valtorta could send to Professor Dow.

Valtorta called for a vote on the motion. The motion carried.

#### **10. Good of the Order**

SECRETARY WEST – This Saturday, October 6th, there will be Frankenstein and football at the University Libraries at 10:30. Jeanne Britton, the curator of the Frankenstein exhibit in the Hollings Library Urban Department of Rare Books and Special Collections will be giving a gallery talk.

This is the bicentennial of the publication of Frankenstein and there are other events planned this month including some screening of movies and a Halloween costume contest that is open to students, faculty and staff. So, there will be more information coming out about that.

The football part of that on Saturday is an exhibit at the front of the Thomas Cooper Library “Collecting Football” at the University of South Carolina. This combines university archives materials as well as the John Daye Football Collection from the Irvin Department of Rare Books and my colleague David Shay and Elizabeth West will be giving the talk, the gallery talk for that is in the Barrow Room and that is at noon.

#### **11. Adjournment**

A motion to adjourn was seconded and passed. The next meeting of Faculty Senate is Wednesday, November 7<sup>th</sup>, 2018, at 3pm in Gambrell 153.